

KENTUCKY SCHOOL FOR THE DEAF

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (KASC ACTION COMPONENT OPTION)

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2005-2006

The Kentucky School for the Deaf school council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning Guidebook (2002-2003)* prior to approval of our plan.

Jacqueline Day
Chairperson, School Council

July 25, 2005
Date

Scott Johnson
Chairperson, School Planning Committee

July 25, 2005
Date

Plan Approved by the School Council:
July 25, 2005
Date

School Council Members:

Jacqueline L. Day	Donna Martin
Rhonda Bodner	Martha Mattingly
Donna Freeman	Dana Reising
Glenn Fugate	Angie Wilkinson
Scott Johnson	

Note: Although the Assurance Certification is not included in the school's improvement plan, the assurances for the categorical programs listed on the previous page should be reviewed by the school council and the school planning committee prior to approval of the plan by the school council. The Assurances for 2002-2003 are in the *Comprehensive Improvement Planning Guidebook (2002-2003)* and can be downloaded from the Web Page at:

<http://www.kde.state.ky.us/olsi/conp/Emanual/default.asp>

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY:

Kentucky School for the Deaf

MISSION STATEMENT

The Kentucky School for the Deaf (KSD) ensures that Deaf and Hard of Hearing children and youth in Kentucky have educational opportunities to develop their potential to become educated life long learners and productive citizens.

In partnership with families, local school districts, and other service providers, KSD functions as a statewide educational center where:

- **Students come first**
- **Teaching and learning go hand and hand;**
- **Students learn and flourish;**
- **Families are valued;**
- **Hearing loss is viewed as a difference, not a deficit;**
- **Experienced staff care;**
- **Knowledge and experience are shared:**
- **An equal opportunity playing field is a given.**

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:

Members from all three levels of academic and student life support services meet to analyze a variety of school data. The Comprehensive Team broke into Elementary, Middle School, and High School areas to work on needs. There were representatives of all teams from both the academic and student support staff.

How the Needs of the School were determined:

Members looked at last year's plan and determined what had been accomplished successfully and what still needed to be done. Then within the different school levels CTBS, CATS, classroom work, class assessments, and Accelerator Reading scores were used to select areas of concern.

Next, discussions were held on causes and concerns of the findings. Then each group chose areas to focus on for school improvement. Goals and objectives were written and the activities developed.

Then these plans were taken to team meetings for discussions and possible changes. Adjustments were implemented into the plan as per recommendations from all school staff. Then the plans were returned again to the academic and student life support staff for final approval.

The finished plans were taken to SBDM for approval. SBDM approved the final plan on July , 2005.

Implementation and Impact checks will be done quarterly on the process of the plans.

ACTION COMPONENT

Elementary School Instruction

School

District

Preliminary

Revised

District Name Kentucky School for the Deaf

Component Manager

Debbie Martin

School Name KSD Elementary School

Current Date

August, 2005-2006

<p>Priority Need</p> <p>Our 2004 CATS results show:</p> <ul style="list-style-type: none">• 56% of students scored in the novice range in writing.• 43% of students scored in the apprentice range in writing.• Students scored below the state mean in all sub-domains.	<p>Goal</p> <ul style="list-style-type: none">• In our 2005-2006 CATS writing results, we will have a decrease in the percentage of novices by at least 20%.• 10% of students will score in the proficient range in writing.
<p>Causes and Contributing Factors</p> <p>A. In 2004, CATS scores in math declined 9 points with student weaknesses noted in computation and problem solving.</p> <p>B. Teachers continue to embed open response questions and turn in the results to the team leader but need opportunities for analysis of student work.</p> <p>C. Bilingual strategies to support ASL/English literacy are needed to enhance instruction for students struggling with English in all content areas</p>	<p>Objectives with Measures of Success</p> <p>A. By May 2006, teachers will participate in monthly sessions to share bilingual strategies/lessons used to support ASL/English literacy.</p> <p>B. By May 2006, Open-Response work in all content areas will be monitored.</p> <p>C. By May 2006, classroom teachers will engage in Professional Development for math strategies, technology and Best Practices in mathematics instruction.</p>

Objective A: Elementary Instruction: Teachers will participate in monthly sessions to share bilingual strategies/lessons used to support ASL/English literacy.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A1. Monthly training and sharing sessions will be established for English/ASL literacy strategies and techniques.	A	Principal	8/05	5/06		
A2. Schedules will be prepared allowing teachers to observe Star School teachers for techniques/strategies.	A	Team Leader Elem. Teachers	8/05	5/06		
A3. Elementary teachers will meet quarterly to analyze student writings and discuss Best Practices for writing instruction with deaf students.	A		8/05	5/06		

Objective B: Open Response work in all content areas will be monitored.						
Activity:	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B1. Analysis of Open-Response work and Rubrics will be conducted every six weeks during one team meeting.	B	Team Leader Elem. Teachers	9/05	5/06		
B2. Teachers will use performance grids to assess students' responses to particular questions. Teachers will share Open-Response questions and performance grids to determine students' needs.	B	Team Leader Elem. Teachers				

Objective C: Classroom teachers will engage in Professional Development for math strategies, technology and Best Practices in mathematics instruction.						
Activity:	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
C1. Teachers will analyze test scores including CTBS and Core Content reports to identify students' sub-domain areas of weakness.	C	Principal Team Leader	8/05	5/06		Dept. funds
C2. Teachers will identify areas of concentration and engage in Professional Development offerings and then prepare mini-workshops for all elementary teachers.	C	Director of Instruction, Team Leader Elem. Teachers	8/05	5/06	Not specific	
C3. Professional Development will be set up using KDE specialists, math technology assistants and ECU (mathematics signs and phrases.)	C	Team Leaders Elem. Teachers	8/05	5/06		

ACTION COMPONENT

Elementary School Assessment

School

District

Preliminary

Revised

District Name Kentucky School for the Deaf

Component Manager

Debbie Martin

School Name KSD Elementary School

Current Date

August, 2005-2006

<p>Priority Need</p> <p>A. Our 2004 CATS results show:</p> <ul style="list-style-type: none"> • Gains in reading and science. • Areas of Need: Math, Social Studies and Writing 	<p>Goal</p> <ul style="list-style-type: none"> • In our 2005-06 results, the school's total Academic Index will increase by 10 points.
<p>Causes and Contributing Factors</p> <p>A. A strong need exists for both formal and informal assessments.</p> <p>B. Parents and Student Life need to be informed of the results of both informal and formal assessments and how to use these results for after-school assistance.</p>	<p>Objectives with Measures of Success</p> <p>A. By May 2006, the Key Math Inventory will be given to each student twice a year to record math gains and identify weaknesses.</p> <p>B. By May 2006, each student's reading progress will be assessed twice a year using the Rigby Benchmark Assessment. Other forms of assessment such as Running Records will be administered to record growth in reading throughout the year.</p> <p>C. By May 2006, Parent-Teacher communication will be established for every student to provide information to the home concerning informal/formal assessment results. Student Life Staff will be informed of assessment results and Intervention Plans to assist them in preparing for the Homework Center.</p>

Objective A The Key Math Inventory will be given to each student twice a year to record math gains and weaknesses.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A1. The Key Math Inventory will be given to all students in September '05 and May '06.	A	Barb Snapp	9/05	5/06	\$200	Dept funds
A2. Intervention plans will be developed for targeted skills for each elementary student.	A	Barb Snapp Classroom teachers	9/05	5/06		

Objective B Students reading progress will be assessed twice a year						
Activity:	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B1. The Rigby Benchmark assessment will be given to each student in Sept. '05 and during the final weeks of the '05-'06 school year.	B	Jennie Leith	9/05	5/06		
B2. Literacy groups will be developed based on literacy assessments. Informal assessments will continue throughout the year.	B	Elementary Teachers	9/05	5/06		

Objective C: Parent-Teacher Communication will be established for sharing assessment results.						
Activity:	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
C1. Communication with parents will be established by phone conferences, email, parent-teacher conferences, ARC extension meetings and "good news" notes.	C	Team Leaders				
C2. Copies of Math Intervention Plans and Reading Plans will be shared with Student Life Staff to help them prepare for after-school programming.	C	Elementary Teachers Dorm Staff				

ACTION COMPONENT Elementary School Curriculum School District
 Preliminary Revised
District Name Kentucky School for the Deaf Component Manager Debbie Martin
School Name KSD Elementary School Current Date August, 2005-2006

<p>Priority Need</p> <p>Our 2004 CATS results show:</p> <ul style="list-style-type: none"> • A math index of 30.6 • A social studies index of 34.3 • A writing index of 33.2 	<p>Goal</p> <p>In our 2005-2006 CATS results, we will have:</p> <ul style="list-style-type: none"> • A math index of 35.0 • A social studies index of 38.5 • A writing index of 38.0
<p>Causes and Contributing Factors</p> <ul style="list-style-type: none"> A. The curriculum for social studies and writing need to be revisited for gaps and overlaps. B. Curriculum alignment is needed in all areas as a response to the state Implementation Plan. C. Bilingual strategies/lessons need to be embedded as curriculum is revised to aid students in the acquisition of English and ASL. 	<p>Objectives with Measures of Success</p> <ul style="list-style-type: none"> A. By Dec. 2006, staff will revisit/adjust the social studies curriculum and add specific vocabulary/units/themes by grade level. B. By May 2006, ASL resources/technology for ASL literacy in content areas will be increased. C. By May 2006, staff will revisit the writing curriculum by grade level and add strategies using the Bilingual approach. D. By May 2006, teachers from Elementary, Middle School and High School will participate in literacy meetings to plan for reading continuity and assessment

Objective A: Staff will revisit the Social Studies Curriculum.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A1. Elementary teachers will realign and adjust social studies curriculum to be fully aligned with state documents.	A	Team Leader Elementary Teachers	8/05	12/05		
A2. Elementary teachers will add to the curriculum specific vocabulary, units, and themes by grade levels.	A	Team Leader Elementary Teachers	8/05	12/05		

Objective B ASL resources/technology for ASL literacy in content areas will be increased.						
Activity:	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B1. The teacher/student Resource Room will be enhanced with current ASL/English resources to assist students in all content areas.	B	Director of Instruction	8/05	5/06	Un-determined	Dept. funds Grants

Objective C: Staff will revisit the writing curriculum by grade level and add strategies using the Bilingual approach.						
Activity:	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
C1. Elementary teachers will add to the curriculum Bilingual strategies as they revisit the writing curriculum.	C	STAR School Leaders Writing Cluster Leader Elem. Teachers Team Leader	8/05	5/06		

Objective D Teachers at all levels will participate in literacy meetings for reading continuity.						
Activity:	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
D1. Elementary teachers will meet with Middle School and High School literacy teachers to communicate and review strategies and curriculum to ensure consistency at all levels.	D	Principal Team Leader Elementary Teachers	8/05	5/06		

ACTION COMPONENT

Elementary Student Life

Walker Hall

District

Preliminary

Revised

District Name KENTUCKY SCHOOL FOR THE DEAF

Component Manager

Sandy Smock

School Name KENTUCKY SCHOOL FOR THE DEAF

Current Date

August, 2005-2006

<p>Priority Need</p> <p>In our 2003 CATS reading results elementary had:</p> <ul style="list-style-type: none"> • A reading index of 62.7 • 45% novices 	<p>Goal</p> <p>In our 2004-2005 CATS reading results we will have:</p> <ul style="list-style-type: none"> • a reading index of at least 68.0
<p>Causes of the Need</p> <p>A. Students have difficulty accessing information through print written at grade level.</p> <p>B. Students continue to need specific planned interventions.</p>	<p>Objectives For Reaching the Goal</p> <p>A. Elementary school dorm staff will support teachers in their efforts to increase students' academic performance in reading.</p>
<p>Evidence of Causes</p> <p>A. In October 2003, CTBS and CATS scores indicated that not all students are successful in reading.</p> <p>B. Classes are composed of students with varying needs.</p>	<p>Measures of Objectives (Practice and Results)</p> <p>A. Students will participate in activities relating to literacy after school.</p> <p>B. Students will participate in activities relating to mathematics after school.</p> <p>C. Students will participate in activities after school relating to Practical Living and Vocational Studies</p>

Objective A: Students will participate in activities relating to literacy after school.

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Elementary school dorm staff will practice reading and comprehension strategies during after school homework sessions.	A	Dorm staff	9/04	5/05		
2. Dorm staff will use word games such as Pictionary, Scrabble, and jeopardy to reinforce vocabulary skills.	A	Dorm staff	9/04	5/05		
3. Spelling strategies will include both signing and finger spelling as practice for weekly tests and other exercises.	A	Dorm staff	9/04	5/05		
4. Elementary students will have "reading buddies" will their peers and/or high school students in order to practice fluency and comprehension strategies.	A	Dorm staff	10/04	5/05		
5. Upstairs bulletin boards will include pictures of students with captions of activities and events involving KSD and campus life. Students will have opportunities to write captions for photographs.	A	Roger McCowan	09/04	5/05		
6. A quarterly newsletter will be published by the elementary students with the help of dorm staff and technology.	A	Roger McCowan	10/04	5/05		

Objective B: Students will participate in activities relating to mathematics after school.

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Intervention plans, developed by elementary teachers, will be shared with student life.	B	Team leaders	10/04	11/04		
2. Students will engage in activities with money such as making change, budgeting and writing checks.	B	Dorm staff	10/04	05/05		
3. Students will comparison shop for personal items using Walmart, CVS and Dollar Tree as examples.	B	Dorm staff	10/04	05/05		
4. Student Life will participate in PD for math strategies to be used in after school homework sessions.	B	Team leader and HSE	10/04	12/04		

Objective C: Students will participate in activities after school relating to Practical Living and Vocational Studies.

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Student life staff will support units developed by elementary team into after school hours.	C	Elem team leader, Dorm staff	10/04	05/05		
2. Weekly plans that reflect real life activities will be modeled by teachers and then developed by academic and student life teams together.	C	Team leaders	10/04	01/05		
3. Holiday themes will be including concepts and vocabulary will be part of after school activities. Art activities will also be incorporated.	C	Dorm staff	09/04	05/05		
4. Student life staff will look into vocational opportunities for intermediate students such as assembling/building models from kits, etc.	C	Team leader, HSE	10/04	12/04		
5. Students will practice communication skills through the use of TTY as well as relay service.	C	Dorm staff	09/04	05/05		
6. Students will participate in cooking activities focusing on reading directions, measuring and keeping a journal of their efforts.	C	Dorm staff	11/04	03/05		
7. Students will sew small projects according using patterns and following written directions.	C	Dorm staff	12/04	03/04		

ACTION COMPONENT

Middle School Literacy

School

District

Preliminary

Revised

District Name KENTUCKY SCHOOL FOR THE DEAF

Component Manager

Scott Haun

School Name KENTUCKY SCHOOL FOR THE DEAF

Current Date

August, 2005-2006

<p>Priority Need</p> <p>In our 2004 CATS results we had:</p> <ul style="list-style-type: none"> • A reading index of 48.40 • 40% of students performing at a novice level 	<p>Goal</p> <p>In our 2005-2006 CATS reading results we will have:</p> <ul style="list-style-type: none"> • a reading index of at least 50.0 • a decrease in the percentage of novices by at least 30%
<p>Causes of the Need</p> <ul style="list-style-type: none"> A. Large numbers of students are struggling with printed academic English. Some students are developing social language and are not yet ready for academic language. B. Most formal assessments mirror state documents and are tied to Core Content for Assessment. C. Other than science, our curriculum has not recently been revisited for gaps and overlaps. 	<p>Objectives For Reaching the Goal</p> <ul style="list-style-type: none"> A. Instructional activities will be varied and address the diverse learning needs of all students. B. Assessments, both formal and informal will be varied but continue to be aligned to KCCT and CTB format. Results will be used to inform instruction. C. A systematic review of curriculum will begin to address gaps and overlaps in content areas.
<p>Evidence of Causes</p> <ul style="list-style-type: none"> A. In October 2004, CTBS and CATS scores indicated in spite of steady progress, not all students are being successful in reading in all content areas. B. Teachers continue to embed open response questions and submit their results to the team leader. C. The school's response to the state implementation plan includes curriculum alignment in all areas 	<p>Measures of Objectives (Practice and Results)</p> <ul style="list-style-type: none"> A1. The literacy block will continue to reflect all content teachers teaching planned reading instruction and on-going assessment. A2. The literacy coach position will be continued. B. Teachers will continue to meet every six weeks to analyze student performances. C. The school will examine existing curriculum alignments for gaps and overlaps.

Objective A: Instructional activities will be varied and address the diverse learning needs of all students.

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Students will continue to be grouped together based on common needs (in terms of hearing disabilities, cochlear implants, oral speech) as appropriate. This will be reflected in class rosters.	A	Principal team leaders	8/05	5/06		
2. The speech and language pathologist will provide in-class collaboration support of literacy block classes.	A	Principal team leaders	8/05	5/06		
3. Ratio of students to teachers will consistently remain small (under 6) during the literacy block.	A	Principal team leaders	8/05	5/06		
4. Students will be matched with reading teachers based on individual needs and teacher strengths.	A	Principal team leaders	8/05	5/06		
5. The duties of the literacy coach will be rotated among the literacy block teachers.	A	Reading teachers				
6. During weekly literacy team meetings, teachers will model and discuss writing strategies (i.e., the writing process, MARKS, writing complete sentences, etc.).	A	Middle school teachers	8/05	5/06		
7. The teachers will oversee the pre-testing of students in the fall and post-testing in the spring and teachers will review results of testing if possible.	A	Middle school teachers	8/05	5/06		
8. The literacy coach will be provided with opportunities for additional training.	A	Literacy coach	8/05	5/06		

Objective B: Assessments, both formal and informal will be varied but continue to be aligned to KCCT and CTB format. Results will be used to inform instruction.

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Teachers will continue the systematic and embedded use of open response as part of their assessment and meet to discuss student responses using a checklist.	B	middle school teachers	8/05	5/06		
2. Middle school literacy team will research for more appropriate reading assessments for the deaf since STAR (Reading assessment – AR) is not always valid for deaf students.	B	Middle school teachers	8/05	5/06		
3. Teachers will receive portfolio scoring training in the spring of next year.	B	Ann Arnold	2/06	5/06		
5. Teachers will refer to the middle school writing map so they can read examples/models of writing pieces for reinforcement during reading instruction and for writing portfolios.	B	middle school teachers	8/05	5/06		

Objective C: A systematic review of curriculum will begin to address gaps and overlaps in content areas.

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1.. Middle school literacy teachers will try to meet with high school literacy teachers (in their plan) as well as elementary to communicate and review strategies and curriculum to ensure consistency at all levels.	C	middle school teachers	8/05	5/06		
2. Literacy teachers will realign and adjust curriculum to be fully aligned with state reading and writing documents.						

ACTION COMPONENT

Middle School Math

School

District

Preliminary

Revised

District Name KENTUCKY SCHOOL FOR THE DEAF

Component Manager

Scott Haun

School Name KENTUCKY SCHOOL FOR THE DEAF

Current Date

August, 2005-2006

<p>Priority Need</p> <p>In our 2004 CATS results we had:</p> <ul style="list-style-type: none"> • A math index of 19 • 100% novice including 2 novice non-performance 	<p>Goal</p> <p>In our 2005-2006 CATS reading results we will have:</p> <ul style="list-style-type: none"> • a math index of 25% • no novice non-performance and a decrease of 50% in novice performance level
<p>Causes of the Need</p> <p>A. Instruction has been inconsistent due to teacher turnover; no systematic or intentional approach to the use of instructional strategies</p> <p>B. Most formal assessments mirror state documents and are tied to Core Content for Assessment.</p> <p>C. Other than science, our curriculum has not recently been revisited for gaps and overlaps.</p>	<p>Objectives For Reaching the Goal</p> <p>A. Instructional activities and strategies will be varied and address the diverse learning needs of all students.</p> <p>B. Assessments, both formal and informal will be varied but continue to be aligned to KCCT and CTB format. Results will be used to inform instruction.</p> <p>C. A systematic review of curriculum will begin to address gaps and overlaps in content areas.</p>
<p>Evidence of Causes</p> <p>A. In 2004, CATS scores in math fell 16 points and all students scored at the novice level; students' areas of weakness include both problem solving and computation/</p> <p>B. Teachers continue to embed open response questions and submit their results to the team leader.</p> <p>C. The school's response to the state implementation plan includes curriculum alignment in all areas.</p>	<p>Measures of Objectives (Practice and Results)</p> <p>A. During the 2005-2006 school year, teachers will systematically focus on strategies and application in the areas of problem solving and computation.</p> <p>B. Teachers will continue to meet every six weeks to analyze student performances.</p> <p>C. The school will examine existing curriculum alignments for gaps and overlaps.</p>

Objective A: During the 2005-2006 school year, teachers will systematically focus on strategies and application in the areas of problem solving and computation..						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Teachers will analyze test scores including CTB and Core Content Reports from KCCT to identify sub-domain areas in which students do not perform well.	A	team leaders	8/05	10/05		
2. All students will have instruction in and opportunities for using calculators on a regular basis.	A	math teachers	8/05	5/06		
3. Look at the possibilities of developing or using an existing checklist for monitoring student progress and for communication with home and student life.	A	math teachers	8/05	5/06		
4. Math teachers will be provided professional development opportunities in the use of instructional strategies by KDE specialists.	A	PD coordinator Principal	8/05	5/06		

Objective B: Assessments, both formal and informal will be varied but continue to be aligned to KCCT and CTB format. Results will be used to inform instruction.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Teachers will continue using assessments which mirror KCCT and CTB as well as pre and post tests in their teaching.	B	Middle school teachers	8/05	5/06		
2. Teachers will continue the systematic and embedded use of open response as part of their assessment and meet to discuss student responses using a checklist.	B	Middle school teachers	8/05	5/06		
3. Students will be given pre and post tests. Teachers will investigate the use of Star Math as an assessment tool.	B	Middle School Math Teachers	8/05	5/06		

Objective C: A systematic review of curriculum will begin to address gaps and overlaps in content areas.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Math teachers will realign and adjust math curriculum to be fully aligned with state documents. The final document will be presented to SBDM upon completion for adoption. (in KSD Improvement Plan 2005-2006 presented to KBE in April)	C	middle school teachers	8/05	5/06		

Objective A: Instructional activities will provide exposure to practical living and vocational studies' vocabulary.

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Middle school teachers will use articles related to Practical Living during guided reading lessons.	A	Principal team leaders	8/05	5/06		
2. Teachers will continue to embed open response and multiple choice in their assessments as appropriate.	A	Principal team leaders	8/05	5/06		
3. Middle School and Rotation teachers will meet on a six week basis to look at student work to inform instruction.	A	Principal team leaders	8/05	5/06		
4. Rotation and literacy teachers will document through 1) curriculum alignment and 2) lesson plans as evidence of instruction in PL/VS and Arts & Humanities.	A	Principal team leaders	8/05	5/06		

Objective B: The middle school rotation will be revisited to reflect assessment needs.

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. The middle school rotation schedule will reflect appropriate coverage of PL/VS core content for 6 th , 7 th and 8 th grade assessments.	B	middle school teachers	8/05	5/06		
2. Team leaders will establish CTE exploratory classes for middle school students.	B	Principal, CTE teachers and team leaders	8/05	5/06		

Objective C: A systematic review of the PL/VS curriculum by the rotation teachers will begin to address gaps and overlaps in content areas.

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Middle School and Rotation teachers will meet to review and revise existing middle school PL/VS curriculum using local documents as well as combined curriculum documents from the state.	C	middle school rotation teachers, teachers, team leaders	8/05	5/06		

Objective D: Materials will be reviewed and new textbooks and resources will be ordered.

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Rotation teachers will meet to review and order new materials and textbooks for middle school PL/VS.	D	middle school rotation teachers, teachers	8/05	5/06		

ACTION COMPONENT Middle School Student Life

School

District

Preliminary

Revised

District Name Kentucky School for the Deaf

Component Manager

 Rande McCurry

School Name Kentucky School for the Deaf

Current Date

 August, 2005-2006

<p>Priority Need In our 2004 CATS results we had:</p> <ul style="list-style-type: none">• A reading index of 48.40• 40% of students performing at a novice level	<p>Goal In our 2005-2006 CATS reading results we will have:</p> <ul style="list-style-type: none">• a reading index of at least 50.0• a decrease in the percentage of novices by at least 30%
<p>Causes of the Need</p> <p>A. Large numbers of students are struggling with printed academic English. Some students are developing social language and are not yet ready for academic language.</p>	<p>Objectives For Reaching the Goal</p> <p>A. After school Instructional activities to support reading will be varied and address the diverse learning needs of all students.</p> <p>B. Continued support for the academic program will focus on core content activities.</p> <p>C. After school activities will address needs of students in the area of practical living.</p>
<p>Evidence of Causes</p> <p>A. In October 2004, CTBS and CATS scores indicated in spite of steady progress, not all students are being successful in reading in all content areas.</p>	<p>Measures of Objectives (Practice and Results)</p> <p>A. All student life staff will model and encourage the use of a variety of learning strategies with their students.</p> <p>B. Student life team leaders will meet on a monthly basis (Instructional Team meetings) and share successes and concerns.</p>

Objective A: After school Instructional activities to support reading will be varied and address the diverse learning needs of all students.

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Student Life Staff will re-define and implement an improved “Reading Club” for Middle School boys and girls. Twenty minutes of leisure reading time will be scheduled daily.	A	2 ND Shift Student Life Staff	8/05	5/06		
2. Students will make regular trips to the public library.	A	2 nd Shift Student Life Staff	8/05	5/06		
3. Age appropriate and educational reading materials will be available for students.	A	Rande McCurry	8/05	5/06		
4. Students will journal what they read to aid learning and comprehension. Students will journal in their scrapbooks to practice writing English.	A	2 nd Shift Student Life Staff	8/05	5/06		
5. Bulletin boards will be maintained with interesting and educational information . Current events and weather reports will also be posted in the living area.	A	Jeff Selby and 3 rd Shift SL Staff	8/05	5/06		

Objective B: Continued support for the academic program will focus on core content activities.

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Student Life Staff will use after school leisure time to teach, practice and reinforce skills such as counting money, telling time and writing checks.	B	2 nd Shift SL Staff	8/05	5/06		
2. Student Life Staff will use the computer to teach and review facts related to Core Content by the use of word games such as Jeopardy and other web sites available and recommended by educators.	B	2 nd Shift SL Staff	8/05	5/06		
3. Worksheets will be used to measure comprehension.	B	Rande McCurry and 2 nd Shift SL Staff	8/05	5/06		

Objective C: After school activities will address needs of students in the area of practical living.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Student Life Staff will present monthly workshops on topics such as hygiene, nutrition, conflict resolution, manners.	C	Rande McCurry and 2 nd Shift SL Staff Counselors	8/05	5/05		
2. Additional living skills will be taught with “hands on” activities to ensure learning.	C	2 nd Shift SL Staff	8/05	5/05		
3. Students will be provided opportunities to sew, cook and clean to reinforce learning.	C	2 nd Shift SL Staff	8/05	5/05		
4. Worksheets will be used to aid comprehension. Vocabulary words that are relevant to subject matter will be identified.	C	Rande McCurry and 2 nd Shift SL Staff	8/05	5/05		

ACTION COMPONENT

High School Mathematics

School

District

Preliminary

Revised

District Name KENTUCKY SCHOOL FOR THE DEAF

Component Manager

Scott Haun

School Name KENTUCKY SCHOOL FOR THE DEAF

Current Date

August, 2005-2006

<p>Priority Need</p> <p>In our 2004 KPR results we had</p> <ul style="list-style-type: none"> • A mathematics index of 52.46 • 61 percent of students scored at novice including one novice non-performance 	<p>Goal</p> <p>In our 2005-2006 CATS reading results we will have:</p> <ul style="list-style-type: none"> • a mathematics index of 60 • A reduction in the number of novices by 50% with no novice non-performance
<p>Causes of the Need</p> <ul style="list-style-type: none"> A. Despite a 12 point increase in mathematics' scores, a large number of students continue to have difficulty with number and computation concepts. B. Problem solving skills are weak and seem not to transfer from year to year, class to class. C. Curriculum has not been revisited or realigned recently. 	<p>Objectives For Reaching the Goal</p> <ul style="list-style-type: none"> A. Students will demonstrate number and computation skills at or above grade levels. B. Students will increase their proficiency in using strategies for problem solving. C. The school will examine existing curriculum alignments for gaps and overlaps.
<p>Evidence of Causes</p> <ul style="list-style-type: none"> A. In 2004, CATS questionnaire results indicated that 30% of the students felt that they had learned "some" of the things tested; 50% felt they had done well on the test. B. In 2004, 60% of students indicated that they discussed different ways to solve problems five or six times a week, but there is little evidence that students carry over knowledge from year to year. C. There is no SBDM policy or process for revisiting or realigning curriculum on a regular basis. 	<p>Measures of Objectives (Practice and Results)</p> <ul style="list-style-type: none"> A. Math teachers' lesson plans will refer to best practices in math instruction. B. Teachers will meet every six weeks to analyze student performances. C. The school will begin to examine existing curriculum alignments for gaps and overlaps on a regular basis.

Objectives A and B: Students will demonstrate number and computation skills at or above grade levels. Students will increase their proficiency in using strategies for problem solving.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Math faculty will analyze Core Content reports from the KPR in order to identify weaknesses in sub-domains (number & computation, geometry and measurement, probability and statistics and algebraic concepts.	A	all math teachers	9/05	11/06		
2. All students will review and/or practice math computation skills.	A,B	all math teachers	8/05	5/06		
3. All students will receive on-going instruction and practice in the use of calculators and their multiple functions.	A,B	all math teachers	8/05	5/06		
4. All students will have frequent opportunities to use computer software programs such as Hotmath.com (free until June 2005) and Math Blaster.	A,B	all math teachers	8/05	5/06		
5. All math teachers will implement activities which allow students the application of math skills in real world settings.	A,B	all math teachers	8/05	5/06		
6. Teachers will continue to embed open response and multiple choice in their assessments as appropriate.	A,B	all math teachers	8/05	5/06		
7. Math teachers will meet on a six week basis to look at student work to inform instruction.	A,B	all math teachers	8/05	5/06		
8. A math bee will be held once a month for all math students.	A,B	all math teachers	8/05	5/06		
9. Minute math drills will be given on a regular basis and records kept on student improvement.	A,B	all math teachers	8/05	5/06		

Objective C: The school will examine existing curriculum alignments for gaps and overlaps						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Math teachers will meet to review and revise existing math curriculum using local curriculum as well as combined content documents.	C	Archie Harris	8/05	5/06		
2. Middle and high school math teachers will meet twice a year to look at transition concerns for incoming 9 th graders.	C	Archie Harris	8/05	5/06		

ACTION COMPONENT

High School Literacy

School

District

Preliminary

Revised

District Name KENTUCKY SCHOOL FOR THE DEAF

Component Manager

Scott Haun

School Name KENTUCKY SCHOOL FOR THE DEAF

Current Date

August, 2005-2006

<p>Priority Need</p> <p>In our 2004 KPR results we had</p> <ul style="list-style-type: none"> • A reading index of 73.99 • 11 percent of students scored at novice 	<p>Goal</p> <p>In our 2005-2006 CATS reading results we will have:</p> <ul style="list-style-type: none"> • a reading index of 75 • A reduction in the number of novices by 10%
<p>Causes of the Need</p> <ul style="list-style-type: none"> A. Despite an increase in reading scores, a large number of students struggle with reading comprehension and have difficulty accessing information through print. B. Students' mastery (usage) of written vocabulary is limited. C. Teachers continue to need to divide their instructional time between language and content. D. Curriculum has not been revisited or realigned recently. 	<p>Objectives For Reaching the Goal</p> <ul style="list-style-type: none"> A. Students will have increased understanding of printed words (receptive vocabulary). B. Students will increase their use of written words (expressive vocabulary). C. Students will increase their knowledge of general information as it relates to Core Content for Assessment. D. The school will examine existing curriculum alignments for gaps and overlaps.
<p>Evidence of Causes</p> <ul style="list-style-type: none"> A. In 2004, CATS questionnaire results indicated that 67% of the students felt that they had learned "some" of the things tested; 83% felt they had done very well in the test. B. In 2004, 60% of students scored below the proficient level on their portfolios; 70% scored below proficient in on-demand writing. C. While overall student performance has increased, students continue to struggle with content; there is little evidence that students carry over knowledge from year to year. D. SBDM policy has been adopted for revisiting or realigning curriculum on a regular basis. 	<p>Measures of Objectives (Practice and Results)</p> <ul style="list-style-type: none"> A. All teachers will use best practices across content areas to support comprehension of print material. B. Teachers will meet every six weeks to analyze student performances. C. The 2005-2006 KPR will reflect an overall increase in the academic index. D. The school will begin to examine existing curriculum alignments for gaps and overlaps on a regular basis.

Objective A: Students will have increased understanding of printed words (receptive vocabulary).						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. All students will use finger spelling with signs (receptive vocabulary).	A	all teachers	8/05	5/06		
2. All students will participate in written conversation groups bi-weekly.	A	English dept.	8/05	5/06		
3. All teachers will continue to use word walls with definitions and illustrations in their daily instruction.	A	all teachers	8/05	5/06		
4. All students will be introduced to a word of the week. Every teacher will focus on this word weekly. This study will include multiple meanings, plurals, part of speech, etc.	A	Lori Mohan	8/05	5/06		
5. All students will learn at least 10 new words in English class each week with a high school spelling/vocabulary bee covering these words each quarter.	A	English dept	8/05	5/06		
6. All teachers will identify 10 new words per unit of instruction which are tied to Core Content and introduce these to students. This list will also be shared with the English dept. for their use in the spelling bee.	A	all teachers	8/05	5/06		

Objective B: Students will increase their use of written words (expressive vocabulary).						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. All students will participate in journal writing each day.	B	English dept	8/05	5/06		
2. All students will be required to use the word of the week once a week in their journal.	B	English dept	8/05	5/06		
3. All students will keep a word of the week personal dictionary with definitions and variations on the use of the word.	B	English dept	8/05	5/06		
4. All teachers will use some type of journal entry or writing assignment on a weekly basis.	B	all teachers	8/05	5/06		

Objective C: Students will increase their knowledge of general information as it relates to Core Content for Assessment.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. All students will be exposed to weekly current events through the distribution and use of <u>Teen Newsweek</u> magazine in Social Studies and English classes and weekly meetings on Fridays.	C	all high school teachers	8/05	5/06	\$600.00	Social Studies and English Budget
2. All students will read and discuss with peers and teachers information from <u>Teen Newsweek</u> magazine in Social Studies and English classes and weekly meetings on Fridays.	C	all high school teachers	8/05	5/06		
3. Students will participate in question and answer activities concerning current events in Social Studies and English classes and weekly meetings on Fridays.	C	all high school teachers	8/05	5/06		
4. All students will have access to daily newspapers in Social Studies and English classes.	C	all high school teachers	8/05			

Objective D: The school will examine existing curriculum alignments for gaps and overlaps.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. High school literacy teachers will try to meet with Middle school literacy teachers (in their plan) as well as elementary to communicate and review strategies and curriculum to ensure consistency at all levels.	D	High school teachers, team leader	8/05	5/06		
2. Teachers will continue their use of open response questions embedded in their instruction, either directly or indirectly, which reflect specific core content for assessment.	D	High school teachers, team leader	8/05	5/06		
3. All teachers will be trained in scoring writing portfolios.	D	Writing cluster leader	2/06	3/06		

ACTION COMPONENT

High School Learning Environment

School

District

Preliminary

Revised

District Name KENTUCKY SCHOOL FOR THE DEAF

Component Manager

Scott Haun

School Name KENTUCKY SCHOOL FOR THE DEAF

Current Date

August, 2005-2006

<p>Priority Need</p> <p>In our 2004 KPR results we had</p> <ul style="list-style-type: none"> • An academic index of 64.30 • A Practical Living/Vocational Studies index of 70.99 	<p>Goal</p> <p>In our 2005-2006 CATS reading results we will have:</p> <ul style="list-style-type: none"> • An academic index of at least 70 • An index of 74 in Practical Living/Vocational Studies
<p>Causes of the Need</p> <ul style="list-style-type: none"> A. Many students have reached their academic frustration level; apathy on the part of students toward their classes. B. Homework assignments are often poorly done or not completed at all; students lack study skills. C. Many high school students are not ready for the real world, are not experiencing every day practical living or are not applying what they learn in the classroom. 	<p>Objectives For Reaching the Goal</p> <ul style="list-style-type: none"> A. A-Plus activities will be scheduled for all students. B. Student ownership and accountability will be focused upon and supported by faculty. C. Students will be offered more instructional support in career development, application of skills and independent living.
<p>Evidence of Causes</p> <ul style="list-style-type: none"> A. In 2004, CATS questionnaire results indicated that 33% of the students felt that they had learned "some" of the things tested; 67% felt they had done very well in the test. B. Monitoring of nine week grading periods reflect large numbers of students with missing assignments. C. The transition rate for KSD students is 30.77. 	<p>Measures of Objectives (Practice and Results)</p> <ul style="list-style-type: none"> A. All teachers' lesson plans will use reflect best practices across content areas to support comprehension of print material. B. Teachers will meet every six weeks to analyze student performances. C. The transition rate for KSD will increase by 100% to 61.

Objective A: A-Plus activities will be scheduled for all students.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Teachers and counselors will meet and arrange a schedule and/or rotation to include deaf culture, conflict resolution, team building, diversity and citizenship.	A	all teachers	8/05	9/05		
2. All students will have experiences in all of the above areas throughout the school year including Fridays, early release Wednesdays, etc.	A	all teachers.	9/05	5/06		
3 Judicial Day will be held again this year.	A	all teachers	8/05	5/06		

Objective B: Student ownership and accountability will be focused upon and supported by faculty.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Students will be provided training in study skills.	B	all teachers, counselors	8/05	5/06		
2. All students will be required to keep a daily planner.	B	all teachers	8/05	5/06		
3. A homework and/or tutoring center will be set up with specific times and schedules for students.	B	Team leaders Residential teacher	8/05	5/06		
4. Teachers will communicate students' grades on a weekly basis with student life staff and copied to the high school team leader, the student life team leader and the athletic director.	B	Faculty, team leaders	8/05	5/06		
5. Explore appropriate opportunities for peer tutoring with students from Boyle County and/or Danville High School.	B	Team leaders, counselors	8/05	5/06		
6. Teachers will continue year long practice sessions for KCCT.	B	all teachers	8/05	5/06		

Objective C: Students will be offered more instructional support in career development, application of skills and independent living.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Senior Seminar will be again scheduled time and instructor availability permitting.	C	counselors, principal	8/05	5/06		

ACTION COMPONENT

Alternate Portfolio

School

District

Preliminary

Revised

District Name Kentucky School for the Deaf

Component Manager

Kristy Blevins

School Name Kentucky School for the Deaf

Current Date

August, 2005-2006

<p>Priority Need</p> <ul style="list-style-type: none"> KSD High School Academic Index is 64.30 	<p>Goal</p> <ul style="list-style-type: none"> To increase high school academic index by 10 points by 2006.
<p>Causes of the Need</p> <ol style="list-style-type: none"> Staff lacks expertise to identify the components of and to develop entries for Alternate Portfolios. Staff needs practice and support to develop skills for the integration of entry development into core content classes. 	<p>Objectives For Reaching the Goal</p> <ol style="list-style-type: none"> Alternate portfolios will have complete and correct entries across content areas. Core Content teachers will integrate components of Alternate Portfolio work into daily instruction.
<p>Evidence of Causes</p> <ol style="list-style-type: none"> Content areas teachers provide modifications for all alternate portfolio students to make curriculum accessible but on an inconsistent basis. Submission deadlines are not always met by faculty to allow portfolio manager to organize and proof materials in a timely manner. 	<p>Measures of Objectives (Practice and Results)</p> <ol style="list-style-type: none"> In the 2005-6 KPR all alternate portfolios will score at least at the proficient level. Alternate portfolio checklists will indicate completion of required components.

Objective A: Alternate portfolios will have complete and correct entries across content areas.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. By September 2005, high school faculty will receive training with alternate portfolio students will meet to identify targeted skills and develop PME's for content areas.	A	Kristy Blevins, Nancy Mann	8/05	9/30/05	\$0	
2. By February 2006 high school staff with alternate portfolio students will meet to identify targeted skills and develop PME's for content areas. (New semester)	A	Kristy Blevins, Nancy Mann	1/06	2/28/06	\$0	
3. Students will have clearly identified targeted skills and be able to show progress on goals throughout the school year.	A	Kristy Blevins, Nancy Mann	8/05	5/06		
4. Alternate portfolio manager will provide teachers of alternate portfolio students with a checklist that will be maintained throughout the semesters.	A	Kristy Blevins, Nancy Mann	8/05	5/06		

Objective B: Core Content teachers will integrate components of Alternate Portfolio work into daily instruction.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. By August 2005 and December 2005, the high school guidance counselor will collaborate with the Alternate Portfolio manager to develop student schedules for first and second semesters.	B	Evie Smith, Kristy Blevins	8/05	12/05		
2. Throughout the school year 05-06, faculty with alternate portfolio students will have regular meetings every two weeks during 1 st quarter and 3 rd quarters with monthly meetings during 2 nd and 4 th quarters.	B	Kristy Blevins, high school faculty	8/05	5/06		
3. Students will have access to the full curriculum offered at KSD High School.	B	Kristy Blevins, high school faculty	8/05	5/06		
4. Sets of 3 PME's from the beginning, middle and end of semester for a unit of study will be submitted for each alternate portfolio student in a classroom.	B	Kristy Blevins, high school faculty	8/05	5/06		
5. All documentation will establish a setting or settings where the student is taught with non-cognitively disabled peers and show how academic expectations were addressed for this student.	B	Kristy Blevins, high school faculty	8/05	5/06		

ACTION COMPONENT

Student Life Activities

School

District

Preliminary

Revised

District Name Kentucky School for the Deaf

Component Manager

Michael Jamison

School Name Kentucky School for the Deaf

Current Date

August, 2005-2006

<p>Priority Need</p> <p>In our 2004 KPR results, we had</p> <ul style="list-style-type: none">• A reading index of 73.99• 11 percent of students scored at novice	<p>Goal</p> <p>In our 2005-2006 CATS reading results, we will have</p> <ul style="list-style-type: none">• a reading index of 75• a reduction in the number of novices by 10%
<p>Causes of the Need</p> <p>A. Despite an increase in reading scores, a large number of students struggle with reading comprehension and have difficulty accessing information through print.</p> <p>B. Students' mastery (usage) of written vocabulary is limited.</p>	<p>Objectives For Reaching the Goal</p> <p>A. Students will have increased understanding of printed words (receptive vocabulary).</p> <p>B. Students will increase their use of written words (expressive vocabulary).</p>
<p>Evidence of Causes</p> <p>A. In 2004, CATS questionnaire results indicated that 67% of students felt that they had learned "some" of the things tested; 83% felt they had done very well on the test.</p> <p>B. In 2004, 60% of students scored below the proficient level on their portfolios; 70% scored below proficient in on-demand writing.</p>	<p>Measures of Objectives (Practice and Results)</p> <p>A. All student life staff will model and encourage the use of good reading strategies with their students.</p> <p>B. Student life team leaders will meet on a monthly basis (Instructional Team meetings) and share successes and concerns.</p>

Objective A: Students will have increased understanding of printed words (receptive Vocabulary).						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. Leisure reading will be scheduled for 20 minutes each evening in the lobby and the recreation room areas.	A1	2 nd Shift Student Life	Aug '05	May '06	\$0	
2. Discussions will follow leisure reading with some peer teaching.	A1	2 nd shift Student Life	Aug '05	May '06	\$0	
3. Students will be "reading buddies" with KSD's elementary students; high school students will prepare the story in ASL and read with them.	A1	2 nd shift Student Life	Oct '05	May '06	\$0	
4. Weekly vocabulary words will be posted in the dorm buildings with definition and example of usage	A1	2 nd & 3 rd shift Student Life	Aug '05	May '06	\$0	
5. Bulletin Boards will be kept up to date with information of interest, daily notations of weather of the day and late-breaking news.	A1	3 rd Shift Student life	Aug '05	May '06	\$0	
6. Reading will be promoted via newspapers and books.	A1	3 rd shift Student life	Aug '05	May '06	\$0	

Objective B: Students will increase their use of written words (expressive vocabulary)						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
1. During the school year, students will journal 4 topics presented Wednesday evenings during Student Development	A1	Student Life	Aug '05	May '06	\$0	
2. Students will be offered the opportunity to sign up for Web page development/modification/updates with captions and short descriptions	A1	Student Life	Sept '05	May '06	\$0	
3. Students will be offered the opportunity to sign up for Newsletter development/editing/production	A1	Student Life	Sept '05	May '06	\$0	

ACTION COMPONENT KSD District Technology School District

Preliminary Revised

District Name Kentucky School for the Deaf Component Manager New DTC

School Name Kentucky School for the Deaf Current Date August, 2005-2006

Priority Need	Goal (Addresses the Priority Need)
<ol style="list-style-type: none"> 1. An increase in technology skills and application of these skills by students and staff 2. On-going professional development opportunities for the integration of technology into the curriculum 3. Updating of equipment to keep current with present demands 4. Updating of campus infrastructure to reflect Facilities Plan 	<ol style="list-style-type: none"> A. Administrators and Teachers will be evaluated on the state technology standards. B. KSD teachers will use technology as an instructional tool. C. Equipment will be upgraded at each school. D. Develop plans for the updating of the campus infrastructure.

Causes and Contributing Factors	Objectives with Measures of Success
<ol style="list-style-type: none"> 1. Observations of students and staff show that more technology skills are needed. 2. Observations show that teachers need more training on how to integrate technology into instruction. 3. Upgrades/Replacement of equipment is essential for technology to operate efficiently. 4. The KSD Facilities Plan adopted in the fall of 2004 indicates that the infrastructure of the campus will need to be changed to reflect the change in use of campus buildings. 	<ol style="list-style-type: none"> A. All teachers/administrators will receive technology professional development throughout the year as evidenced by professional development records. B. Teachers at all levels will show evidence of technology integration through classroom observation, lesson plans, and/or student projects. . C. Networking components and workstations will be upgraded as needed and as funds become available. D. Work with the Architectural Committee in the development of infrastructure changes as part of the Brady Hall and Kerr Hall renovation plans.

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
	Seek/Offer professional development opportunities for teachers on the effective use of technology in the classroom setting to promote integration through tech-based projects, online research/activities, student email, and various hardware/software (i.e. classroom performance systems, multimedia presentations).	Technology professional development opportunities will result in more effective use of technology in the classrooms and labs, enhancement of teacher/student technology skill levels, greater awareness/use of new technologies, and an increase in technology related activities across the curriculum.	TRT Principal	7/1/05	Ongoing	KETS, PD, General Fund USF (pending availability and approval of funds)
	Continue to provide/offer trainings related to STI procedures and use (i.e. attendance reporting, grade book, SETS	Data management across the district will become more consistent and efficient.	Technology Staff TRT	7/1/05	Ongoing	KETS, PD, General Fund

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
	Promote/Strengthen communications between home and school through district resources (i.e. district website, class websites, email, and phone systems).	Strengthened communications between home and school would result in decreased parent/student frustration, increased student achievement, and an increase in community awareness of school projects/programs	Principal Webmaster Teachers Supervising Teachers Dorm Staff	7/1/05	Ongoing	KETS, PD, General Fund USF (pending availability and approval of funds)

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
	Continue to provide phone service/long distance service throughout the district.	Local phone service along with long distance service in our schools and classrooms provide a valuable means of communication between our administrators, teachers, parents, and other community members. These services allow students and teachers to reach beyond the regular classroom walls and our community to communicate with other parties during the instructional process. Phone service allows communication	Tech Staff Outreach Staff Staff	7/1/05	Ongoing	General Funds, USF (pending availability and approval of funds)

		<p>between the classrooms in remote regional sites and the KSD campus. Phone service allows KSD to provide outreach services to other districts serving deaf and hard-of-hearing children.</p>				
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Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
	Upgrade schools' (LAN) and district (WAN) network infrastructures to meet advancements in technology needs and modernization (i.e. purchase/install switches, replace existing servers as needed, purchase/install wireless points of access, upgrade access lines and equipment for video conferencing).	These upgrades would result in decreased teacher/student frustration levels, increased connectivity speed to the Internet, increased access by teachers/students , and an increased data/video transfer rate.	Tech Staff	7/1/05	Ongoing	KETS, General Fund, USF (pending availability and approval of funds) Renovation Project Funds for Brady/Kerr
	Continue to purchase, replace, or upgrade equipment for classroom/lab use (i.e. replacement of outdated student workstations, replacement of teacher computers to meet hardware/system requirements for	These actions would result in a lowered frustration level for students/teachers , a lowered student/computer ratio, an increase in student access to online	Tech Staff	7/1/05	Ongoing	KETS, General Fund, IDEA KSD Foundation

	programs such as STI, upgrade systems/memory on workstations to meet requirements for programs such as Read, Write, Gold, and purchase of multimedia equipment such as presenters, classroom performance systems, and digital cameras).	resources as computers are placed in classrooms and dorms for student use, and an increased use of technology in the classrooms.				
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Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
	Continue to purchase additional Smartboards and peripherals for classrooms and to provide training on the integration of the Smartboard technology into instruction.	Additional Smartboards would enhance instruction as KSD teachers instruct deaf and hard of hearing children in a bilingual method using ASL and written English.	Tech Staff TRT Teachers Supervising Teachers Principal	7/1/05	Ongoing	KETS, PD, IDEA, General Funds